is included wrongly. And the very purpose of the Commission is to include and exclude and to develop the right attitude.

SHRI S. JAIPAL REDDY: Mr. Chairman, Sir, I am happy that the Mandal programme is no longer a forlorn orphan. It has many claimants, some of whom are, apparently, illegitimate. Even so, I am happy.

Sir, the States have provided reservation for the Backward Classes. But the hon. Minister has not indicated the percentage of reservation. As the hon. Minister is well aware, the Mandal Commission had recommended twenty-seven per cent. But in many States, the reservation povided for the Backward Classes is not up to twenty-seven per cent. What are the States which have not provided reservation up to twenty-seven per cent? If some States have not done it, what are the reasons for their not doing so, and what are the steps the Minister is contemplating to take to see that the percentage of reservation is increased up to twenty-seven per cent in these States?

SHRI K. V. THANGKA BALU: Sir, I fully agree with the hon. Member. He is right. Certain States are not able to implement up to twenty-seven per cent because of the judgment of the Supreme Court that the total reservation percentage should not exceed fifty per cent. The Supreme Court had said that the total reservation, including that for the Backward Classes, should not exceed fifty per cent. That is why certain States are not able to do it up to twenty-seven per cent. The hon. Member is aware. Even Karnataka wanted to do more than fifty per cent. But in view of the Supreme Court judgment, they have not been able to do it. For instance, in the case of Andhra Pradesh, they have been able to do only up to twenty-five per cent. In the case of Assam, it is only fifteen per cent. Bihar has been able to do only up to twenty-six per cent. It is because of this fifty per cent limitation. In the same way, there are other States which have not been able to impelment it up to twenty-seven per cent. That was the very purpose for which we had called an all-party meeting earlier.

We had called an all-party meeting on 14th January in order to resolve this issue, to resolve the issue of implementation of this twenty-seven per cent reservation for the Backward Classes. However, in view of the elections, we took a conscious decision that we would take up the issue after the elections were over. Therefore, after the Bihar elections are over, we would convene an all-party meeting. In that meeting, we whould like to resolve all the pending issues with regard to the Backward Classes, including the issue which the hon. Member, Mr. Jaipal Reddy, has raised.

Literacy in North Eastern Region

*164. DR. B. B. DUTTA: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) the literacy rate, for males and females in the North-Eastern Region of the country during 1971, 1981 and 1991;

(b) the details of steps taken by Government to increase literacy rate especially among female popuation;

(c) whether any targets have been fixed; and

(d) if so, the details thereof?

THE DEPUTY MINISTER IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DEPTT. OF EDUCATION AND DEPTT. OF CULTURE) (KUMARI SELJA): (a) to (d) A Statement is laid on the Table of the Sabha.

Statement

(a) to (d) The literacy rates in the North- Eastern Region, Statewise during 1971, 1981 and 1991 are as follows:

Sl. No.	State	1971**		1981		1991@	
		Male	Female	Male	Female	Male	Female
1.	Arunachal Pradesh	17.82	3.71	28.94	11.32	51.45	29.69
2.	Assam	37.19	19.27	*	*	61.87	43.03
3.	Manipur	46.04	19.53	53.29	29.06	71.63	47.60
	Meghalaya	34.12	24.56	37.89	30.08	53.12	44.85
5.	Mizoram	=	=	64.46	54.91	85.61	78.60
6.	Nagaland	35.02	18.05	50.06	33.89	67.62	54.75
7.	Tripura	40.20	21.19	51.70	32.00	70.58	49.65

SOURCE: Census of India 1971 1981 and 1991

*Census not held.
=The State was not in being then.
@Excluding 0—7 age—group
**Excluding 0—4 age—group

Universalisation of Elementary Education, Non-formal Eduation for school drop-outs and Adult Education Programmes of the National Literacy Mission are being implemented in North-Eastern States to increase literacy rate, especially among women.

No year-wise and State-wise targets have been fixed for the attainment of literacy. The literacy projects are taken up on the recommendation of the State Governments, based on the level of preparedness in the districts. The participation of women in literacy programmes is normally very high and more than men.

The States in the North--Eastern Region havhe varied terrain, literacy levels and resources. A multi-pronged strategy providing for different schemes as per area requirement has been envisaged. The volunteer-based Total Literacy Compaign, the dominant strategy for implementation of literacy programmes, is being implemented in 18 districts of Assam and all the three districts of Tripura.

The Rural Functional Literacy Project (RFLP) Scheme has been specifically designed to meet the requirement of hilly rmote areas with scattered population, where it is difficult to run a campaign. Accordingly, 48 projects under RFLP are being implemented in the North-Eastern States.

In areas not covered under any of the programme, voluntary agencies are also being assisted for literacy projects.

(DR. B. B. DUTTA: Sir, in the reply, the hon. Minister has furnished certain statistics, taking the State as a unit. Sir, almost all literary programmes are district-based. But I do not find any district-based statistics here. Moreover, one part of the reply says: 'No yearwise and Statewise targets have been fixed for the attainment of literacy. The literacy projects are taken up on the recommendation of the State Governments based

on the level of preparedness in the districts'. Now, this does not reveal anything. It conceals more. We want to know the actual progress on the ground in each district in these States. This has not been furnished.

I would like to point out to the hon. Minister that in view of the fact that the North-Eastern States had a high percentage of literacy compared to the national average, when the National Literacy programme was started way back in 1988, it excluded the North-Eastern States. In this connection, I would like to know whether, under this Total Literacy Programme, any district in any of the North-Eastern States has been declared as fully literate, or, is going to be declared as fully literate.

KUMARI SELJA: Sir, there are eighteen districts in Assam and all the three districts in Tripura where we have taken up the Total Literacy Campaign. But no State has reached that level yet where we could declare it as a totally literate State.

DR. B. B. DUTTA: Sir, the World Bank had given an I. D. A. credit to the tune of 260 million dollars which involved six States of India, including Assam in the North-Eastern Region. I woud like to know as to what is the progress made under this scheme because we must assure ourselves that the money that is being obtained from various sources is really being spent for the purpose for which it was meant. That is why I would like to know the progress. I also like to know from the hon. Minister whether any expert group has been appointed to undertake a mid-term appraisal of the literacy programmes, and if so what their findings are.

KUMARI SELJA: Sir, actually, these are two different things. One, the hon. Member has referred to the external funding. That is for the District Primary Education Programme which is being undertaken in four districts of Assam and 43 districts in seven States of the country.

I think the other thing that he is referring to is literacy. These are two different things. Literacy is about the Total Literacy Campaign. The TLC is one thing, and the DPEP is a different thing.

DR. M. ARAM: Mr. Chairman, Sir, since the North-Eastern region has special problems like difficuly terrain, communication difficulties and multiplicity of local dialects and since Government's efforts alone may not be enough to achieve the target of 100 per cent littracy and "Education for All" and also in view of the fact that church bodies and voluntary organisations like the Ramakrishna Mission and Gandhian institutions have rendered very valuable service in the past in the field of education, will the hon. Minister kindly consider encouraging efforts of NGOs in the North-Eastern region?

KUMARI SELJA: Sir, I am very happy that the hon. Member has asked this question. In fact, we want more of their involvement in the North-East in our literacy propramme. We have been encouraging voluntary agencies also. We have given assistance to nine voluntary agencies for this year and earlier. In fact, we will welcome if more voluntary agencies will come forward to supplement our efforts in the North-East. But, as yet, we have no proposal pending with us. So, we would welcome more voluntary agencies.

SHRI G. G. SWELL: Sir, I want to know whether the Minister knows that Mizoram, a small little State right in the corner of the North-East, has the second highest literacy rate in the whole country. What is the literacy rate of Mizoram? What factors account for this high rate of literacy in Mizoram? Will the success of Mizoram be applicable or applied to the rest of the State in the entire country?

KUMARI SELJA: Sir, as in the rest of the country, even in the North-East, we have a lot of disparities. In Mizoram, the literacy rate is as high as 82.3 per cent, according to the 1991 Census, whereas in Arunachal Pradesh the literacy rate is about 41 per cent. So, while, I think, we need to replicate this kind of thing even in the North-East itself, we would certainly like to learn from the example set by Mizoram and replicate it elsewhere, including the North-East and the rest of the country.

SHRI K. R. JAYADEVAPPA: Sir, the Government of India is spending huge amounts of money to decrease the illiteracy, but unfortunately, the money being allotted for this is not being properly utilised. What steps has the Government taken so far to check this misuse, and how many cases of misuse have so far been brought to the notice of the Government? I would like to know this from the hon. Minister.

KUMARI SELJA: Sir, we try to see that the money is managed very well because, after all, considering the resource crunch and the amount of money that has been given to education, we need to see that we spend the money very well and that constant monitoring takes place. Despite that, if there is any specific case which the hon. Member has in mind, we would be very happy to look into it so that the money is not frittered away.

प्राथमिक स्कूलों के संबंध में एन०सी० ई०आर०टी० का प्रतिवेदन

*165. श्रीमती सुषमा स्वराज:
श्री राम जेठमलानी:

क्या मानव संसाधन विकास मंत्री यह बताने की कृपा करेंगे कि :

(क) क्या यह सच है कि राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद (एन०सी०ई०आर०टी०) ने 1989 में देश के 23 राज्यों के 60,000 प्राथमिक स्कूलों के संबंध में अध्ययन प्रारंभ किया था ;

(ख) यदि हां, तो क्या यह भी सच है कि उक्त अध्ययन का प्रतिवेदन अभी हाल ही में प्रकाशित किया गया है जिसमें प्राथमिक स्कूलों में शिक्षा के स्तर पर चिन्ता व्यक्त की गई है ;

(ग) यदि हां, तो इस संबंध में तथ्य क्या है ;

(घ) क्या सरकार ने देश के प्राथमिक स्कूलों में शिक्षा के स्तर में सुधार करने के लिए राष्ट्रीय स्तर पर कोई कार्य योजना तैयार की है; और

(ङ) यदि नहीं, तो इसके क्या कारण है और यदि हां, तो योजना का ब्यौरा क्या है ?

मानव संसाधन विकास मंत्रालय (शिक्षा विभाग और संस्कृति विभाग) में उप मंत्री (कुमारी शैलजा): (क) से (ङ) एक विवरण सभा पटल पर रखा गया है ।

विवरण

(क) से (ग) राष्ट्रीय शैक्षिक अनुसंधान व प्रशिक्षण परिषद् (एन०सी०ई०आर०टी०) ने वर्ष 1989 में देश के 23 राज्यों के 4838 प्राथमिक स्कूलों के बच्चों की उपलब्धि पर एक अध्ययन आयोजित किया । यह प्रतिवेदन दिसम्बर, 1994 में प्रकाशित हुआ । इस प्रतिवेदन में यह दर्शाया गया है कि इस अध्ययन में शामिल किए गए प्राथमिक स्कूलों में अध्ययन के स्तर सामान्यत: निम्न है ।

(घ) और (ङ) राष्ट्रीय शिक्षा नीति, 1986 के शुरू होने से, भारत सरकार, ने आपरेशन ब्लैकबोर्ड और शिक्षक शिक्षा जैसी योजनाओं के माध्यम से प्राथमिक शिक्षा की गुणवत्ता में सुधार करने के लिए राज्यों को सहायता दी है । गुणवत्ता ने सुधार करने के लिए जिला प्राथमिक शिक्षा कार्यक्रम में क्षेत्र-विशिष्ट नीतियां भी तैयार की गई हैं।